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ABSTRACT

Two addresses presented at a conference of top administrators of traditionally black colleges are presented. In "The Clarion Call: Imperatives for the Pursuit of Excellence," Robert J. Albright discusses urgent issues in the survival and strengthening of historically black institutions. The paper begins by examining the significance of the Brown vs. Board of Education case in the early transformation of black colleges and proceeds to outline some of the most significant conditions likely in higher education during the period 1987-2000. Suggestions are made for meeting these challenges through innovative strategies, academic policies (freshman studies, institutional assessment, senior thesis, honors programs, joint degree programs, and weeding out the academic program), faculty development (especially computer literacy, writing and speaking across the curriculum, and teacher training institutes), faculty incentives (grants, advanced degree opportunities, distinguished chairs, and excellence awards), and the president's role in institutional improvement. "Recent Developments at Fisk University," by George Neely, Jr., outlines the severe financial constraints facing the institution in 1984 when the new president arrived, and the strategies used to keep the university afloat, including staff reduction, operating cost reduction, and austerity measures imposed while keeping student needs a high priority. (MSE)

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Challenges For The Traditionally Black Colleges: A New Look

Addresses By Robert.L. Albright
and
George Neely, Jr.

U.S. DEPARTMENT OF EDUCATION
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An SEF Occasional Paper
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The addresses which follow were presented at a Southern Education Foundation conference, "Challenges for the Traditionally Black Institutions: A New Look," held January 7-8, 1987, in Atlanta, Georgia. Numerous requests from participants for copies of these speeches resulted in the publication of this occasional paper.

Funded by the Kraft Foundation, the conference convened presidents and top administrators of traditionally black institutions to discuss educational, administrative and financial issues affecting TBIs. A full report of the conference is available from the Southern Education Foundation.

Tracing its roots to 1867, the Southern Education Foundation (SEF) is a public charity which seeks to advance equal and quality education, primarily for blacks in the Southern states. SEF makes grants in all areas of education and operates its own program in education and public policy. SEF's interests include childhood education, higher education, education and economic development, education in rural areas, community involvement, and professional education for minorities.

The Clarion Call:
Imperatives for the Pursuit of Excellence

Robert L. Albright
President,
Johnson C. Smith University

President McMillan, distinguished colleagues, friends of the Southern Education Foundation, and ladies and gentlemen: I am indeed pleased and honored to have this opportunity to spend a few moments with you this evening to discuss and share with you some of my views relative to the innovative strategies that the universe of institutions known as the nation's Historically Black Colleges and Universities must adopt to assure our survival to and beyond the year 2000. Before doing so, however, I wish to thank and commend President McMillan and the fine staff of the Southern Education Foundation for their long and valuable support of our institutions, and for their prescience in calling for this vital conference at this important time. I am confident that each of you join me in extending our collective thanks and appreciation to the foundation.

I must also confess to being just a little nervous. Like many of my colleagues here present, I have given more after dinner speeches than I care to remember. My audiences have always been varied and I have typically had the luxury of knowing (or at least believing) that my comments would be fine because I was more knowledgeable than my audience. However, as I look around this room and see some of the giants of higher education and several of the "deans" of Black higher education, I somehow feel that I too should be in the audience on the receiving end of a presentation of this significance.

Let me also add that as my presentation unfolds, I am convinced that several members of the audience are likely to feel that I have "stopped preaching and gone to meddling." However, lest you believe that I am being too cavalier in my comments, permit me to advise you that I am well aware of Lord Chesterfield's classic admonition that "no man should tamper with a University who does not know it and love it well." Moverover, as a graduate of one of these institutions and as the President of another, I assure you that I love them well. Therefore, I ask all of my colleagues present to extend to me your patience and support this evening. Well, enough for the disclaimers and the preliminaries. Let me begin.

ASK NOT FOR WHOM THE BELLS TOLL

On December 9, 1986, while the rest of the nation was beginning to regroup after honoring those who were lost in the tragic event of Pearl Harbor, the nation's Historically Black Colleges and Universities (HBCU's) were experiencing a "Pearl Harbor" of their own. On that date, to paraphrase the now historic words of the late President Franklin D. Roosevelt, "a date which will live in infamy," the Southern Association of Colleges and Schools voted to deny reaffirmation of accreditation to three of the nation's oldest Historically Black Colleges (HBC's). On December 9, 1986, SACS* denied reaffirmation of accreditation to Bishop College (Texas), Knoxville College (Tenn.), and Morristown Jr. College (Tenn.), thereby occasioning many of the most astute students and supporters of this universe of institutions to believe that this action represented the opening salvo of yet another assault on this set of institutions of higher education.

Obviously, we are still too close to the incident to determine legitimately whether the actions of SACS were appropriate. One must observe, however, that if the accounts of the various press which covered the story are accurate, the actions of SACS of December 9, 1986, represented the first instance of denial of reaffirmation in some 41 years. Can one truly believe that the conditions of these three Historically Black Colleges were so dramatically inferior to the problems of the many small, private, white colleges that we constantly hear about and know so well? Well, inasmuch as my comments this evening are not intended to be a political commentary, I will leave it to those far wiser than I to answer this question.

What is tragic, however, about the actions of SACS is that it virtually assures that these troubled institutions may be forced to close their doors after providing a historic legacy of over 100 years of serving students and communities when other institutions and agencies showed little interest in or inclination to educate or provide assistance. Moreover, if one uses Knoxville College as a case example, one wonders what unique and disparaging circumstances befell this institution which, just some short 18 years ago, was described by the noted educator, Professor David Reisman, as arguably one of the eight to ten institutions at "the head of the Negro academic procession." For the sake of the record, I should indicate that Professor Reisman categorized Fisk, Morehouse, Spelman, Hampton, Tuskegee and Dillard as the "best" Negro private colleges, and he described Texas Southern University, Morgan State University and Howard University as the best of the Negro public colleges.

*Southern Association of Colleges and Schools

Clearly, all of us who have the privilege of leading or working for the nation's Black Colleges must be concerned about the import of the significance of the actions taken by SACS - and we must be equally concerned about the implications of those decisions. From my perspective, the denial of reaffirmation of accreditation for three Black Colleges and the widespread publicity and media coverage attendant to same will occasion an already skeptical society to question the validity of many of the Black Colleges, and give others a "ready excuse" to withhold their support for others at a time when such support is desperately needed by all of the nation's Historically Black Colleges. Dare we ask, my friends, "for whom the bells toll?" I think not, for unless we all are very careful and begin to develop the requisite strategies and innovations to strengthen substantially our institutions, clearly the bells will be tolling for us!

THE SIGNIFICANCE OF *BROWN* VS. *BOARD OF EDUCATION* TO THE EARLY TRANSFORMATION OF BLACK COLLEGES

The nation's Historically Black Colleges have always lived and operated on the margin. Historically, they have never received the resources or the support they have needed to carry out one of the most demanding and difficult assignments in the history of higher education - namely to educate and provide advocacy for a race of people largely ignored by the society in general. In the main, the leaders of these institutions have demonstrated almost pure financial genius by "managing poverty" far better than their counterparts in education or business. Moreover, these institutions have attracted dedicated faculty, committed students and strong trustees. In brief, they have demonstrated a penchant for survival that rivals all odds.

Just as the year 1986 will be a watershed year for HBCU's, so too was 1954 a watershed year. I mention this fact because after the *Brown* decision in 1954, this universe of institutions faced its most ominous challenges ever. Because the *Brown* decision "ostensibly" opened the doors of mainstream institutions to Black students, there were many calls for the disestablishment of "racially segregated institutions of higher education." In brief, the need for Black Colleges was questioned and attacks on their viability ensued.

After the *Brown* decision, predominantly white institutions began to recruit Black students and selectively to raid the faculty of Black Colleges of their finest instructors. No longer, then, did Black Colleges have a "captive audience" for students or faculty. Moreover, because many of the predominantly white colleges offered more diverse and

stronger programs, Black students began to look toward those institutions to pursue their baccalaureate careers and Black faculty members started to gravitate toward them to pursue their own research interests.

However, the nation's HBCU's responded magnificently to these challenges. In so doing, they knowingly (or perheps unknowingly) fundamentally changed their nature, character and services. They began to develop, for the first time, strong recruitment and admissions programs: they shifted their major emphases from that of teacher training institutions to strong liberal arts colleges with sound programs in the emerging "pre-professional fields" (e.g., Business Administration, Computer Science, Engineering and Communication Arts); and, they elevated to an art form that which they have done far better than any other set of institutions in higher education - instruction in developmental education. Alexander Astin may well have coined the phrase "value added" but the concept has been practiced and implemented superbly at the nation's Historically Black Colleges for well over 100 years.

Clearly, the records of history will demonstrate that the Black College Community responded magnificently to the challenges occasioned by the *Brown* vs. *Board* decision in 1954 - and in the process of doing so, actually strengthened itself. Will such be the case in 1987 and the years immediately following vis-a-vis the new challenges that Black Colleges and other members of the academy face today?

CONDITIONS OF HIGHER EDUCATION, 1987-2000

It would be inappropriate, I believe, to discuss the new innovations and new strategies which are the imperatives for strengthening Black Colleges to face the harsh and complex demands of the 21st century without offering a thought or two about the external factors which shall drive the conditions of higher education over the next several years. For the sake of brevity, I shall simply refer to a few of the most significant of these issues without a great deal of amplification.

First, current trends suggest that federal support for the various aspects of higher education will probably continue to decline precipitously. The combination of Graham-Rudman-Hollings, a very conservative administration, and a society that is beginning to question the value of higher education will likely prevent higher education from receiving the kind of financial support necessary in an era of spiraling costs. Recent cutbacks in the level of support for the federal financial aid programs, as one example, have already begun to take a toll on the

enrollment at many of the nation's Black Colleges. Tragically, with very few exceptions, many of the Black Colleges do not have the endowment or other resources that their mainstream counterparts have and therefore have come to depend quite heavily on federal support. A major withdrawal of such support will affect the small, private Black Colleges very severely.

Second, there will be an increasing emphasis on institutional accountability. One of the consequences of the national mania for educational reform and excellence has been the development of a passion to "test, certify, quantify and validate." Over the next several years, institutions of higher education will be compelled to demonstrate their effectiveness in ways that have been, quite frankly, alien to the educational enterprise as a whole. These new accountability requisites will occasion the diversion of precious resources and energies - and will change, I believe, the culture of higher education as we approach the 21st century.

Third, in light of the projected demographic decline among the traditional college age cohort of white students, the recruitment of Black students (particularly at public institutions where budgets are driven by head-counts) will become even more intense than in previous years. Even now, many states are allocating more and more resources to public white colleges to recruit Black students to meet the requirements of the various "Consent Decrees" which are in effect. Hence, I believe that the competition for the recruitment of Black students will become a major priority at many mainstream institutions and that Black Colleges will have to become even more sophisticated in their recruitment and admissions techniques than ever before. Similarly, I believe that Black Colleges will be obliged to offer no-need scholarship awards to attract the genuinely talented young Black students who must serve as the "peer superiors" at their institutions.

Fourth, the decline of federal support and the spiraling costs of higher education will prompt all segments of higher education to become even more involved in the pursuit of foundation (and other private) support, and to engage in capital campaigns. One need only review the various media of higher education to observe the large numbers of public colleges and even two-year colleges that are mounting extensive development office operations and initiating capital campaign drives. As more and more of the community competes for finite resources, institutions of higher education which lack the sophistication and resources to compete effectively will find themselves having to rely on increasing tuition and fees to meet financial needs. Unfortunately, many institutions—like the Historically Black Colleges and Universities—simply cannot charge the clientele they serve the full cost of education. Thus,

under this scenario, it is quite likely that some institutions will simply price themselves out of existence.

Fifth, as a consequence of the national emphasis on educational excellence, there has been a subtle shift away from support for students who come to college in need of academic support programs. Alternatively stated, the push for excellence has overshadowed the national concern for equity. In the future, I predict that foundations and philanthropists will give few dollars for developmental education, but will want to focus their support and resources on programs and efforts that meet the new demands for "educational excellence."

Obviously, this is not a complete list of the conditions which will impact higher education over the next few years - but for the purpose of my discussion with you this evening, these are a few of the major issues which I believe that the nation's Historically Black Colleges and Universities must be cognizant of and prepared to address.

Well, up to this point, I have done everything but what President McMillan and the staff of the Southern Education Foundation asked me to do, namely to engage in a discussion of "innovative strategies for black colleges with respect to academic policies, faculty policies and incentives, and the role of the president in the neighboring community and within the larger education community." Thus, for the last half of my discussion, permit me to turn my attention to the specific topic assigned to me.

INNOVATIVE STRATEGIES

Let me begin by suggesting to you that I believe it is important for all Black Colleges to take stock of themselves now in an effort to determine how best to meet the new challenges which confront such institutions. I believe that even as our institutions reaffirm our historic mission to serve the disadvantaged, we must also recognize the importance of assuring that our institutions develop a new vision of excellence for themselves and their students; a vision of excellence that suggests a genuine commitment to educate students to the best of their abilities; to insist upon academic integrity and discipline; and to develop programs and services that will not only prepare their students for the rigorous demands of the 21st century, but that will also help them to understand their roles and responsibilities as citizens of a world community.

Admittedly, the agenda I have described is an ambitious one - but these objectives can be accomplished if the entire college or university community is willing to embrace these broad goals, commit itself to a path of excellence and pursue the following course of action:

- Commit institutional resources to the recruitment of students of genuine excellence to serve as the "peer-superiors" to the students you now—and must continue to—admit.
- Develop a strong commitment to faculty development with the central focus being the advancement of teaching as an art. The strength of a great university is a strong faculty.
- While recognizing the primacy of the undergraduate teaching function, Black Colleges and Universities must encourage faculty to engage themselves—and their students—in research activities; and the concomitant incentives for research must also be an important component of this objective.
- Black colleges must seize the opportunity to involve the communities in which they are located as a "living laboratory" for the programs they offer. This is particularly true for the institutions located in urban areas - but this practice also helps to strengthen the relationship between Black Colleges and rural communities as well.
- Black Colleges must dare to be bold - they must eschew mediocrity in every way. For far too long, our institutions have been willing to tolerate mediocrity. At this particular juncture of our history, we cannot afford to compromise principles or values, and we cannot tolerate anything but the best effort anyone associated with the university can give. Our institutions must recognize that with our finite resources, tenure cannot be awarded on the basis of simple longevity or teaching performance that is just adequate. Rather, tenure must symbolize the reward for superior teaching, research activities and publications as well as service to the educational community. In this regard, our institutions must promulgate rigorous criteria for tenure and adhere to same. We must develop strategies for the effective and fair evaluation of performance, administratively as well as academically. Finally, we must commit ourselves to pursue a path of unparalleled excellence. In this regard, I would remind my colleagues of Daniel Burnham's admonition to "Make no small plans, for they have no passion to warm the blood of man."

In brief, my friends, you must believe in yourselves and in the power that a collective vision can have, for as Victor Hugo once observed, "There is one thing stronger than all the armies in the world, and that is an idea whose time has come."

In the time remaining to me, I should like to focus on a few especially critical innovations and strategies, beginning with academic policies.

ACADEMIC POLICIES

In my humble opinion, the fate of many Historically Black Colleges and Universities will be determined, over the next few years, by the quality of the academic programs they develop. We no longer have a "captive audience" as Black students have more options and opportunities available to them than ever before. Moreover, as the costs of attending our institutions begin to compare unfavorably with the costs associated with small white colleges and public institutions, we are no longer the bargain we once were. Hence, I believe that our academic programs must be demonstrably strong and capable of withstanding even the most rigorous scrutiny.

Moreover, I believe it is imperative that we not permit students to move through and graduate from our institutions when they are simply not well prepared. Nothing hurts our credibility more than the graduate who does not possess strong skills in reading, writing, speaking and powers of analysis - or the graduate who does not possess competitive skills in his or her discipline. Accordingly, I offer for your consideration the following suggestions to strengthen academic policies in our institutions.

Freshman Studies Program

Many of the students we serve come to us with some educational deficiencies as a result of having been inadequately prepared in high school. We must recognize those deficiencies and design strong and supportive programs to help students acquire the skills and confidence to remediate same. A well designed Freshman Studies Program can help to accomplish that goal. The program should be headed by a Dean (or Director) who will administratively coordinate all aspects of the program. Moreover, there should be a designated core faculty assigned to the program. Further, there should be a common core of courses (designed by the core faculty) which is mutually complementary and which focuses on reading, writing and speaking across the freshman studies curriculum. As an adjunct to the curricular program, institutions should offer a strong set of developmental learning laboratories which is compulsory for students whose pre-admissions indices (e.g., SAT scores, high school GPA or weak course preparation in the critical disciplines) seem to warrant same. Finally, our institutions must develop mechanisms and strategies to utilize the marvelous power of the technology of the computer, by structuring and implementing computer-aided instructional laboratories which are directly related to the courses offered in the freshman core curriculum program.

The success of the Freshman Studies Program is directly proportionate to the kind of systemic and comprehensive structure that is

designed within same. In brief, a Freshman Studies Core Curriculum must be more than a set of courses: there must be some relationship between and among the courses and the core faculty must meet frequently both for planning and evaluating courses. Further, if I may engage in a little institutional heresy, I would also suggest that the core faculty be comprised of some of the institution's most senior and most talented faculty members. A good Freshman Studies Program is not inexpensive - but it is, in my view, imperative for addressing the problems of both the retention of students and the critical acquisition of the skills and confidence they need to survive in a rigorous academic program.

Institutional Assessment

Even while the debate regarding the validity of standardized examinations for Black students rages on, I submit to you that assessment examinations are a fact of life and that they are not likely to lose the currency in which our society holds them today. Hence, I submit that rather than fighting a futile battle, we would be far wiser to prepare our students to handle successfully such examinations. Moreover, I do not believe that we can reasonably argue that any student who has experienced four years at our institutions cannot pass the typical teacher education or graduate school entrance examination. In my opinion, the root problem stems from the relative absence of sophistication our students possess vis-a-vis such examinations.

Therefore, I suggest that we must begin to introduce competency testing into our academic programs and requirements. I believe that our students and institutions would be well served by the introduction of a requirement that all students must pass a sophomore level competency examination in the areas of reading, writing, speaking and analytical skills before being allowed to enter junior standing and their major fields. Such a requirement would allow us to be sure that our students have mastered the basic skills and it would also give us the opportunity to evaluate the quality of our academic program at the freshman and sophomore level.

Additionally, I recommend that we resuscitate a practice that was almost universal many years ago in the Black College community -namely, the requirement that students take and successfully pass a senior competency examination in their respective major disciplines as a condition for graduation. It is my belief that such a requirement would occasion students to engage in more than the "casual" learning to pass successfully course examinations: a practice which all too frequently occurs now. Moreover, and again, such a requirement would give us the ability to monitor constantly and evaluate both the quality and effectiveness of our academic program.

With respect to the recommendations I offer in this section, I urge one caveat: I strongly recommend that you avoid the temptation to develop and utilize "home-grown" or institutionally unique competency examinations. I remind you all that our students must compete in a much broader society when they leave us - and, quite frankly, "home-grown" competency examinations give you no way of measuring or comparing the competencies of your students against students in other institutions. Also, to be brutally frank, institutionally unique examinations have no currency in the marketplace.

Senior Thesis

One of the problems I have discerned with many of the college graduates I encounter today (both black and white) is their absence of knowledge and ability to conduct even the most rudimentary kind of research. By and large, we simply have not insisted that our faculty provide this most valuable skill to students; nor have we insisted that students acquire the requisite level of sophistication in this area.

Therefore, I recommend that as a new academic policy, Historically Black Colleges and Universities require the completion of a senior thesis (or major research project) for every student, in every major as a condition for graduation. The promulgation of this policy will require several things. First, our institutions will have to assure that we have the adequate library resources for students to carry forth the kind of in-depth research mandated by such a requirement. Second, it would be necessary for every department to develop a new "senior thesis" course, and for at least one member of every department to develop the requisite skills to offer such a course. And, third, it would be imperative for institutions to develop writing across the curriculum projects to assure that all students have ample exposure to writing skills and writing demands.

I envision that students would take the senior seminar in the first semester of the senior year and would be involved in both researching and writing their research papers during the second semester. Then, each student would be required to present and defend their papers before the faculty and students of their discipline. As an incentive for good scholarship, I would also recommend that institutions institute a monetary prize system for the best three papers or projects prepared each year (as judged by a committee of distinguished faculty members). Finally, I recommend that all projects or papers be bound and that copies be placed in the University library.

I believe that this approach toward stimulating research scholarship by our students has several salutary aspects. First, it will help them to understand the importance of scholarly research. Second, it will help

them to strengthen their writing skills. Third, it will be of immeasurable benefit in preparing students for graduate school experience. Finally, upon completing the assignment, it will give them a unique sense of pride and another document they can take with them when they leave college - a document that will demonstrate to the world another aspect of their ability and accomplishments.

Honors Programs

While it is indeed true that many of our institutions enroll students who require special assistance, it is also true that we enroll many students of genuine academic excellence. Unfortunately, in past years, we have focused—in my opinion—too much of our scarce resources on our developmental students and not enough of our resources on our superior students. Moreover, if one accepts my argument that in the future, there will be correspondingly fewer resources available for developmental education activities (in light of the new national emphasis on excellence), then it is apparent that we must develop the kind of strong and creditable academic programs which can attract external support.

My notion is that our institutions should develop strong Honors Colleges as a component of the educational program to serve our strongest students. Like the Freshman Studies Program, I believe that the Honors College should have a discrete faculty, a special curriculum (for which a research paper should be required for every course), a director (I rather fancy the title "Rector"), and a set of complementary educational experiences (i.e., special dinners, an Honors College Lyceum Series, monthly book-review sessions, etc.). Finally, to the extent possible, I suggest that institutions visibly symbolize their commitment to the concept of an Honors College by either constructing a specific facility to house same - or by refurbishing an existing facility to serve this purpose. The benefits of a strong Honors College and program are so evident that I will not use precious time here in an explication of same.

Joint Degree Programs

Clearly, with the limited resources available to most Historically Black Colleges and Universities, it would be irresponsible for most of us to attempt to develop new and strong programs in many of the new and emerging "pre-professional" disciplines - or to attempt to offer areas of specialization that are integral to the liberal arts experience, but which attract relatively small enrollments. Therefore, I believe that it is essential for our institutions to cultivate joint degree and joint enrollment programs with institutions that have strong programs in

which our students evidence an interest. In so doing, we should be particularly interested in developing joint efforts with our sister institutions who have strong programs (e.g., Engineering at Tuskegee, Pharmacy at Xavier University and Florida A & M University, pre-med at Morehouse, etc.). We share a common interest with these institutions and we can be sanguine that they also share our heritage and the unique sensitivity that is valued by our students.

Occasionally, we must go outside of our ranks for such joint efforts. There is much value to developing such joint programs with strong local and regional public institutions. In any event, a careful assessment of student interests and institutional resources will lead to the development of such efforts.

Weeding the Academic Program

If your institution is like mine, I am convinced that we are both wasting resources by supporting programs and majors which simply are not cost effective and concurrently artificially depressing needs in our strongest areas because of the resource problems occasioned by our reluctance to eliminate programs and personnel who are superfluous. However harsh the reality, we must recognize that we can no longer attempt to be all things to all people. Consequently, I believe that it will be imperative for our institutions to conduct a very thorough cost benefit analysis of all of our academic departments and majors. To paraphrase that old song, "Gone are the days" when we can afford to carry departments or people.

Having conducted such an analysis and after having studied the results, our institutions must have the courage to recommend to the trustees that a paring of the enterprise is in order. The elimination of people, department and programs is a very painful process: yet, for the long-term health and vitality of the institutions we represent, we cannot afford to be paralyzed or caught in the throes of indecision characterized by the scylla of the rock or the charybdis of the hard place.

FACULTY DEVELOPMENT PROGRAMS

In general, faculty development programs have never had a prominent place in the routine budgets of American collegiate institutions -and this has been especially true among many Historically Black Colleges. Where such programs have existed, they have customarily focused on either developing faculty members as teachers or have been designed to provide what Eble and McKeachie described as "conventional support" e.g., time off (sabbaticals) or travel funds.

In recent years, the academy has developed a new emphasis on a new definition for faculty development. Today, the term describes a comprehensive range of activities ultimately designed to improve student learning and the attempt to assist faculty members improve their competence as teachers and scholars. Clearly, in terms of the fierce competition that the nation's Historically Black Colleges face in the recruitment of top scholars and teachers, we must embrace programs and services to facilitate the development of the teachers we have, while concomitantly developing a broad range of enhancement opportunities for the critical young scholars we must attract to drive our academic engines for the 21st century and beyond.

Again, borrowing heavily from the excellent monograph by Eble and McKeachie, most appropriately entitled *Improving Undergraduate Education Through Faculty Development*, I suggest to you that a viable and comprehensive faculty development program should include the following characteristics:

First, the opportunity for personal growth. A good faculty development program will make available to members of the faculty grants, fellowships or leaves to enable them to engage in research or scholarly activities that will enhance their competence in their respective disciplines.

Second, the program should provide opportunities for faculty members to develop and, in some cases, to refine their teaching skills. We must recognize that for our faculty to be optimally successful in educating our particular clientele, they must be equipped with a repertoire of teaching skills; a repertoire that will enhance their effectiveness for teaching different kinds of students with different kinds of learning goals.

Third, faculty development programs should be designed to help teachers gain a better understanding of the students they serve. Faculty members must understand how students differ in their experiences and ways of thinking, and must also understand differences among students' motivation for learning. Elbe and McKeachie, perhaps, say it best by suggesting that, "If one is to be an effective teacher, one must understand students in order to provide varied opportunities adapted to differences among them."

Fourth, such programs must include components designed to motivate faculty members and to create within them a sense of enthusiasm for their responsibilities. Research in this area overwhelmingly demonstrates that, all other things being equal, faculty members who are most highly motivated and most enthusiastic about teaching are likely to be most effective.

Fifth, faculty development efforts should create a structure within which individual faculty members have the opportunity to both learn from one's experience as a teacher - and to learn from each other. Experts in this field suggest that, "the ability to analyze the teaching situation, to monitor one's own effectiveness, and to adapt one's methods to a particular class and a particular teaching situation are essential elements in the continuing development as a faculty member."

Sixth, such programs must include opportunities for faculty members to establish communication with colleagues who can support, critique and assist in one's teaching assignments. Small colleges, in particular, must develop and embrace strategies which facilitate collegiality among members of the faculty.

Clearly, as the nation's Historically Black Colleges and Universities develop new visions of excellence for themselves, as our institutions focus on re-ordering our priorities and establishing the primacy of the teaching and learning functions as an indisputable goal, we must, again, recognize that a strong and committed faculty is integral to the academic mission of the institution.

Having said all of the foregoing, let me now describe a few of the faculty development efforts that I believe are imperative for Black institutions of higher education in the years ahead. I offer these suggestions in the full recognition of the unique population of students we serve and with an appreciation of the financial parameters within which most of us must function.

Computer Literacy

The noted futurist, John Naisbiett, has suggested that our society is rapidly moving from an industrial age to an information age. In that context, I believe that all of our students and graduates must be (or become) "computer literate." However, I also recognize that at least one impediment to reaching that goal is the general absence of sophistication in this area by members of our faculty. Therefore, in recognition of the reality that most of our institutions have invested considerable resources in "computerization," I submit to you that one of the first items on or agenda for faculty development activities should be an emphasis on developing "computer literacy" among our faculty.

Few of the Black Colleges I am familiar with provide personal computers for members of their faculty or have a discrete Director of Academic Computing designed to be a resource person for members of the faculty. Yet, I believe that few here present this evening would eschew the value of computer-aided instruction as a resource for our students, or the significance of the application of computer skills or technology as complements to the research imperatives required by

our students in almost every discipline. Moreover, in light of the reality that many of our institutions do not have full-time secretaries allocated to most of our faculty members (and, indeed, in some instances not even available to departments), can anyone seriously question what a remarkable and valuable resource it would be for the members of our faculties to develop computer literacy with the accompanying mechanisms which would allow them to take advantage of the new technology? I think not, and therefore strongly urge you to provide computer literacy opportunities as one element of your faculty development programs.

Writing and Speaking Across the Curriculum

I suspect that the faculties of many of the institutions here represented this evening, like my faculty, are concerned about the rather inadequate writing and speaking ability of some of our students. In my opinion, the root cause of this phenomenon does not represent only deficiencies in our basic composition and speech courses, but also in the absence of the reinforcement of writing and speaking skills in the rest of the curriculum. Hence, as a second major recommendation for faculty development activities at our universe of institutions, I commend to you the importance of emphasizing to faculty members the value of writing and to provide for them mechanisms to impart techniques for teaching and evaluating writing and speaking.

There are various strategies which can be used to provide faculty members with the skills and comfort level necessary to make the goal of speaking and writing better a reality for your students. First, one might consider the establishment of Summer Institutes for faculty, in which one might use instructors from one's own institution or outside experts to provide specific training to faculty members in this important area. Second, one might consider a series of well designed workshops over the course of the academic year which focus on this topic. Third, one might consider the value of providing faculty development grants for key members of departments to study this at other institutions during the summer or the academic year. The teachers who take advantage of this latter form of instruction could, in effect, become "master teachers" and resource persons for their own faculty.

Finally, for this program to have maximum benefit for your students, one of the end results which must occur is the introduction of a comprehensive system of writing and speaking intensive courses for students. Again, however, until faculty members embrace the currency

and value of this approach, it is not likely to be successful. This reality argues persuasively for the implementation of a "writing and speaking across the curriculum" faculty development activity.

Teacher Training Institutes

Many of our faculty members come to us directly from graduate school and few have had the benefit of having had courses or instruction in teaching pedagogy. In the main, such instructors have been well trained in their disciplines - but have only the memories of their graduate instructors with respect to such issues as skills in planning and organizing courses, or familiarity with using a variety of teaching methods, or the use of technological aids to complement classroom instruction, or skills in evaluation, or skills in modeling and stimulating problem solving and learning strategies. Hence, as a major component of the faculty development programs you all establish immediately after this conference, I deeply hope that you will consider the significance of specific Teacher Training Institutes as a resource for the members of your faculty.

In addition to providing instructional assistance in the areas I have mentioned above (assistance that focuses on helping your faculty improve their pedagogical skills), I would also recommend that the Institutes offer courses to faculty members on such topics as: (a) research methods and techniques; (b) computer-aided instruction; (c) test construction for instructional purposes; (d) faculty advising; (e) curriculum development and a wide variety of other faculty needs based upon an institutionally unique assessment. Ideally, these Institutes should take place over the summer - but they would be equally effective if properly structured and supported over the academic year.

The constraints of time will not permit a full explication of the other valuable activities I would commend to you. Therefore, in the interest of being able to share my remaining thoughts on the other topics assigned to me for this presentation, let me simply urge you to consider the validity and viability of such other faculty development activities as: (a) a structured series of orientation activities for new faculty members; (b) an organized faculty luncheon series at which faculty members could receive the benefit of presentations from their colleagues on a wide variety of topics; and, (c) the establishment of a faculty research journal to stimulate research and publication activities by members of your faculty. Obviously, the list of possible faculty development activities which could be implemented is virtually infinite. I strongly recommend, however, that some form of institutional assessment of faculty development needs be undertaken before the program is structured or adopted. Moreover, even at the risk of sounding

heretical to my colleagues here present, I urge you to recognize the importance of full faculty involvement in the development and the administration of the program.

FACULTY INCENTIVES

To complement the faculty development program, and the other innovative strategies I have discussed this evening, I believe it equally vital to develop a strong and demonstrable system of incentives to both motivate and reward members of the faculty. Among the many incentives that might be considered, I offer the following for your edification:

Faculty Grants Program

I believe that our institutions would be well served by the creation of a "grants pool" which would allow faculty members to compete for funds to pursue their academic interests in the following areas: (a) to attend professional conferences; (b) to present papers at scholarly meetings; (c) to "buy" release time to develop a new course; (d) to conduct research; (e) to provide a stipend to a student to work as a research assistant; (f) to develop audio-visual or computer-aided instructional materials for classroom use; or, (g) to serve as a member of the faculty development committee. The grants would obviously range in size consistent with the nature of the activity to be pursued. However, the overall grant pool and the size of the grants must be large enough to allow the faculty to pursue realistically their interests -and to serve as an inducement to the faculty to participate in this effort.

Advanced Degree Opportunities

Most of the presidents and vice-presidents present this evening are painfully aware of the difficulties some Black Colleges and Universities have in attracting bright young scholars in the most competitive disciplines today. We are no longer competing against each other for bright young black Ph.d.'s; rather, we are competing against the entire higher educational enterprise.

Accordingly, many institutions have adopted the practice of trying to "grow their own" terminal degree holders by investing resources in some of their best and brightest M.A.'s and sending them back to school. I believe that there is a great deal of validity in this approach and I recommend that as one of the faculty incentives you offer, you develop mechanisms to reward your brightest, most dedicated and competent instructors by providing "Faculty Fellowships" of a

competent instructors by providing "Faculty Fellowships" of a significantly large magnitude to allow them to comfortably pursue a terminal degree at an institution of their choice. As loathe as I am to inject personal commentary here about my own institution, at Johnson C. Smith University, our faculty fellowships are $20,000 annually.

If this approach seems to have merit for your situation, I would offer only one caveat - and that is to advise you that in designing such programs, you would be wise to consider having the participating faculty member(s) sign a specific agreement indicating that for every year of financial support provided by your institution, they agree to return to you and work for at least a year (preferably two), or they must repay to your institution the resources you have invested in them.

University Professors

Most of the Black Colleges I am familiar with have not had the luxury or the resources to establish endowed chairs or endowed professors (Hampton University, Florida A & M University, Spelman, Morehouse, Tuskegee, Howard and my own university are probably among the exceptions in this regard). Nevertheless, on every Black College campus, there are teachers of true distinciton and but for the absence of endowed funds, would probably hold distinguished chairs or professorships.

In light of the rather conservative climate of our society and the renewed questions relative to the viability of many of the institutions which comprise this Universe, I do not imagine that many of our institutions will be successful in raising the funds to establish endowed chairs or professorships. Yet, I believe it is important for us to recognize and reward quality. Therefore, even in the absence of endowed funds, I recommend that you consider the appointment of "University Professors" among your faculties. The University Professor should be a faculty member at your institution who has published, who is recognized as a superior teacher, and who has provided other exemplary service to the University. The University Professor(s) should be recommended by the faculty (subject to the approval of the administration) and should receive a special salary stipend (perhaps $5,000 or so) in recognition of the honor.

The University Professor should be so entitled in all of the publications of the University and generally honored on the campus. This person would be an ideal candidate for teaching in the Honors College or the Freshman Studies Program (two suggestions earlier offered).

I believe there are several salutary aspects to this approach. First, inasmuch as the "University Professors" are annually appointed based upon a set of codified criteria, the rewards and recognition attendant

to same may stimulate faculty members to become more effective teachers, to engage in research and publication activities, and to take the notion of community service more seriously. Second, this approach would provide tangible evidence of the administration's commitment to academic excellence - and a reward structure that recognizes same. Finally, and most selfishly, the establishment of a category of this distinction (albeit at a very modest cost) may serve to attract external support to the university to fund such professorships by individuals who wish to have their names attached to the imprimatur of such a distinguished academic title.

Faculty Par Excellence Awards

Finally, with regard to the matter of faculty incentives, I recommend for each of our institutions the adoption of a program to provide annual monetary rewards for the faculty member (or members) who have exemplified truly distinguished teaching during the previous year. The recipients of such awards should be selected by a committee comprised of distinguished members of the faculty, and the award ceremony should be the occasion of an annual faculty luncheon or dinner. In addition to the monetary reward (I suggest a minimum of $1,000), the designated faculty member should also receive a plaque or an institutionally designated symbol identifiable as the "Par Excellence Teaching Award."

The benefits of such an approach are virtually identical to the rationale previously mentioned. Therefore in the interest of time and your ebbing patience, I will not repeat them.

The development of a comprehensive system of faculty incentives, I believe, is a powerful motivating force for the faculty and it helps them to understand that the administration practices what it preaches. It can be a most eloquent testament to your appreciation of the faculty and your commitment to academic excellence.

THE PRESIDENT'S ROLE

I should like to conclude my presentation, this evening, with a few thoughts about my perceptions of the role that presidents of the nation's Historically Black Colleges and Universities must fulfill if our institutions are truly to pursue the path to excellence. Let me begin by stressing that our institutions have been blessed with resourceful leadership over the years. For the most part, they have been led by men and women whom have exhibited the strength, the tenacity and the courage to keep our institutions alive in the midst of hard times -and they have traditionally been the kind of leaders who have maintain-

ed a strong and visible presence on the campus. Indeed, some of my less charitable colleagues have referred to these leaders and educators as "benevolent dictators."

Our presidents today must be equally strong, tenacious and courageous - and they must possess at least one other exemplary characteristic. The presidents of our institutions must also possess vision - the ability to dream bold dreams and the arrogance to believe that their leadership can make the difference. They must be capable fundraisers, sound administrators, involved community leaders, strong student advocates and competent academicians. They must be people who recognize that the enterprise has grown far too large and complex to be directed exclusively by one person; accordingly, they must be willing to hire strong administrators and then to delegate to them the daily management tasks of the institution.

In my view, the presidents who will successfully guide our institutions into prominence during the rest of this century are the leaders who provide a sense of direction for their institutions, project a sense of enthusiasm for their responsibilities, and furnish a structure for implementing the goals and objectives of the institution. They will be the leaders who establish a clear and compelling vision for their institutions and who will hold fast to that vision in the face of all odds or entreatments to modify same. They will be people who fully understand the nature of the covenant with history we are privileged to have and who will commit themselves fully to protect, preserve and enhance the institutions for which we are honored to enjoy stewardship responsibilities.

In this context, I believe that the following thoughts represent but a few of the administrative issues that face the presidents of these institutions today; and issues that will bear upon the success of our institutions in the future. Admittedly, many of these thoughts are not innovative - but I believe that they are imperative for our institutions.

First, I believe that it will be critical for our institutions to develop more sophisticated public relations and development capabilities. It is far time that we learn a lesson that more successful institutions learned and profited from a long time ago; to wit, that one must spend money to make money. Our leaders must understand, right or wrong, that our institutions are judged by the appearance we present. Hence, our literature must be of the finest quality and our campuses must be well maintained and attractive. Moreover, we must be wlling to make the crucial investments to keep our many publics informed about things which are occurring on our campuses. Further, we must recognize the importance of having competent and well staffed development offices to pursue external funding possibilities for our institutions. Finally, we must assure that our admissions and other public relations literature are

competitively attractive and represent our institutions in the finest possible light.

Second, our presidents must have the courage to review the role of intercollegiate athletics on our campuses. I rather suspect that many of us spend far more than we should (or can afford) to support athletic teams that lose money annually; precious funds that should be used to support the academic enterprise. I wonder how many of us have thought about investing the money we now waste on football, as an example, to develop young black golfers, or tennis players, or swimmers, or gymnasts or even fencers? Would our institutions not receive far broader coverage and support than many now receive if we developed the next black olympic skater or gymnast? I recognize that for many of us athletic programs are sacrosanct - but I suggest to you that in light of the challenges we shall face over the next decade or so, now may be the time for us to "bell" the sacred cow!

Third, I believe that the extent to which we achieve our goal of academic excellence will be inextricably related to the extent to which we can be successful in integrating our broader communities into our institutions - and the extent to which our presidents are successful in being recognized as community leaders. I recommend that for the institutions that have not yet done so, that you develop Boards of Visitors comprised of members of the business community in the areas in which you are located. The Board of Visitors should be an advisory body to the president of the institution and they should be called upon to serve on university advisory committees, called upon to give lectures on the campus, and involved in fundraising efforts. The Board should meet at least annually (on the campus) and a specific institutional newsletter should be developed and forwarded to the "Visitors" on a quarterly basis. Further, the president must realize that as the Chief Executive Officer of one of the most important minority enterprises in the community, he or she must dedicate time and energies to become a community leader. Our presidents must serve on the boards of community agencies, become involved in local community fundraising efforts (i.e., the United Way), and do as much public speaking as one's schedule will permit. Our presidents must recognize that to their local communities, they are the institutions they represent; therefore, you should seek visibility and the opportunity to showcase your institution at every possible occasion. The success of your development efforts, in my opinion, will be directly correlated to your willingness to contribute your services, energies and skills to the community you wish to draw support from for your institution (I should add here that my good friends and colleagues Dr. William Harvey, Dr. Henry Ponder, Dr.

Donald Stewart, Dr. Hugh Gloster, and Dr. Prezell Robinson have clearly demonstrated the validity of this point).

Fourth, it is time for our institutions to become serious about the business of long range planning and the development of a planning mechanism that will allow us to eschew the fortunes of serendipity vis-a-vis the external winds of change that have constantly buffeted many of our institutions. I submit to you, my friends and colleagues, that there is nothing mysterious or complex about planning. It simply requires a definitive commitment and a determination to stay the course. Our institutions should establish viable planning offices with a director who reports to the president. Small institutions may wish to consider the feasibility of linking the planning function with the institutional research function. In sum, the need for precise planning will become even more critical in the years ahead and we must appreciate the value of being able to be pro-active rather than being in the unfortunate circumstance of always having to react after the fact.

CONCLUSION

Well, I have probably sorely tried your patience by taking far too long to make these few humble comments. Indeed, some of you probably believe that if I do not end soon, the year 2000 will be here before you have the opportunity to test the currency of my suggestions. Therefore, let me close.

Inasmuch as the circumstances of time and place occasion us to meet here in Atlanta, the birthplace of the late and revered humanist, Dr. Martin Luther King, during the very month in which we shall soon celebrate the day of his birth, I have decided to end my comments this evening by borrowing from one of his most famous speeches. As you consider the many things I have suggested to you this evening: the need to develop a new vision of excellence for our institutions; the need to develop innovative strategies to optimize the learning potential for our students; the need for our presidents to recognize the expanded roles they must play; and the need for our institutions to eschew mediocrity, I urge you to remember Dr. King's admonition that, and I quote,

> In the new age, we Negroes will be forced to compete with people of all races and nationalities. Therefore, we cannot aim merely to be good Negro teachers, good Negro doctors, good Negro ministers, good Negro skilled laborers. We must set out to do a good job, irrespective of race, and do it so well that nobody could do it better.

My colleagues, friends of the Southern Education Foundation, and ladies and gentlemen, thank you for your patience this evening and for your continued commitment to the viability and enhancement of the nation's Historically Black Colleges and Universities. May God speed you on your way as you prepare our institutions and the students they serve for success in the 21st century.

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Recent Developments at Fisk University

George Neely, Jr.
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Three days ago when President Ponder asked me to represent him here, his tone and demeanor suggested a reluctance he doesn't often display. Those of you who know him know that Henry Ponder seldom approaches anything with reluctance. And I know that you will agree as I concluded that there could be no greater show of his obvious disappointment for being unable to be with you. He has asked me to convey his regret and apology; he had an unavoidable meeting with the Executive Committee of the Board of Trustees.

When Dr. Ponder informed me that he was to talk with you on the strategies used to arrest Fisk's well-documented financial problems, we agreed that one advantage I might have with 20 years of service to Fisk was being able to cite the cause of those conditions that existed when he arrived. Thus, in accepting this assignment, I've come to tell you a story about a once fertile field that I witnessed gradually turn brown and barren, leading eventually to the presence of four ominous figures, coming one at a time over the distant horizon as in the Four Horsemen of the Apocalypse, with the last - the Horseman of Death - coming about four months before President Ponder arrived. I shall then tell you about what I saw President Ponder do (the essence of your request to him) to reverse things at Fisk, in effect driving off that last horseman and perhaps influencing at least another to turn away.

In relating this story let me encourage you to keep in mind that the generic principle applies as much to managing an institution as it does in religion and science. The generic principle is often used by theologians when asked to verify the existence of God the Creator. Succinctly stated, this principle suggests that nothing can cause itself. Thus, everything in the universe can be extrapolated back to a cause until one reaches the first cause of everything; the theologian identifies this first cause as God. This notion is instructive here merely to remind you that the condition of our institutions, both good and bad, can ultimately be traced to cause. Often we prematurely and erroneously assume that problems spontaneously appear when all too often they result from persistent and sometimes subtle causes.

Conference discussions thus far have focused on challenges to the growth and advancement of our institutions, and these challenges are clearly nontrivial. However, when you add the necessity to arrest decay along with survival to the challenges of growth and advancement, you then approximate the awesome task President Ponder faced in coming to Fisk. It has been similar to having to put a bicycle together while you ride it at 20 miles per hour.

If there should be any advantage in my replacing President Ponder here, it is to emphasize the incredible job he has done in his two and one-half years at Fisk. To do so, I shall indeed take advantage of my 20 years of continuous service by not only telling you the conditions Dr. Ponder faced when he arrived, but also identify some background as to how these conditions came to exist. At least two distinct advantages should result: (1) virtually all of you will learn what happened at Fisk from someone within the institution, and (2) you will have an index with which to accurately assess what has taken place at Fisk since July 1984. My first remarks will therefore be entitled, "Existing Conditions," followed by those under the heading, "Strategies Used." I will close by giving you a glimpse of the current state at Fisk in the section entitled, "Present Status and Projections."

Existing Conditions

The conditions at Fisk when President Ponder arrived mirrored years of problems in virtually every component of the University. I shall identify the major of those conditions and briefly describe some of the problems that led to each.

- **A Debt in Excess of $4.0 Million**: This debt was simply the result of too many years of spending more than was taken in; it was the convergence of inadequate cost control measures and ineffective fund raising.
- **A Decaying Physical Plant:** The plant reflected the decay attended to more than two decades of deferred maintenance. For over eight years, virtually zero dollars had gone toward preventive maintenance or repair.
- **A Declining Enrollment:** Enrollment had declined continuously from over 1400 in 1977-78 to less than 600 in 1984-85, due primarily to: (a) an abrupt and drastic increase in tuition (more than doubled) over a three year period; (b) a rapidly decaying quality in student life activities during that same period of increased tuition; and (c) a staff too insensitive to the needs of students.
- **A Well-trained but Highly Demoralized Faculty:** Despite an average tenure of service of over 17 years and 65 percent with

the earned doctorate, this faculty had: (a) suffered a 20 percent abatement in salary in 1974-75, which was restored to 1973-74 levels in 1977-78; (b) received only two five percent raises in salary between 1977-78 and 1983-84, despite the fact that annual inflation during this period was double-digit; and (c) witnessed more than a 50 percent reduction in instructional costs over a 10 year period.

- **Administrative Overstaffing:** The administrative staff had become too large, too unproductive, and too burdened with "cronism".
- **Financial Probation:** SACS placed Fisk on financial probation in 1984, citing financial conditions which could potentially affect the quality of the institution's academic program.
- **A Threatened Academic Program:** The academic program, despite years of high quality, had begun to show the effect of too many years of underfunding.
- **Good Name Recognition:** The nation's perception of Fisk was ably demonstrated in the groundswell of financial support it received as a result of the news regarding the University's financial difficulties.
- **An Indifferent Alumni:** The support of its alumni that Fisk had enjoyed for years was waning as evidenced by the increasing number of alumni children attending competitive colleges.
- **A Flawed Image:** Despite the outpouring of financial support in recent times, doubtful speculation as to the long-range viability and vitality of Fisk as an educational institution had nevertheless surfaced.

Given the gravity of these conditions, you can appreciate our concern when we heard Henry Ponder was coming to Fisk. We had to ascertain two things: (1) his sanity and (2) whether he was also 'faster than a speeding bullet, stronger than a locomotive, and could jump over a building in a single bound'! What we discovered was a remarkable talent at what I will call, pragmatic administrative acuity. The following strategies he pursued I believe will corroborate my observation.

Strategies Used

All of you as presidents can relate to the exalting costs of personnel and thus, can appreciate the fact that it was here that President Ponder elected to reduce the expenditure budget. He first reduced the administrative staff by 40 percent, some 30 days before he came to campus. He was able to achieve this reduction by combining offices with

separate staffs into multiple functions in a single office and by combining staff positions. For example, the Offices of Financial Aid, Admissions, and Records, with a total staff of 13 persons were combined into a single operational office with a staff of 8. Another example of personnel cost reduction was to have the Director of Career Planning simultaneously serve as Dean of Students.

Following a reduction in the administrative staff, President Ponder then sought to reduce the number of part-time instructors by encouraging faculty to increase their teaching loads from 12 to 15 semester hours; and also, by limiting the size of the curricular offering.

In the area of procuring goods and services, utility costs were reduced by 50 percent simply by exercising controls over the heating system. Additionally, all unused buildings were closed and utility services were disconnected. Faculty were asked to be responsible for their own personal supplies (normally provided by the University) such as pencils, pens, writing pads, chalk, and roll books. An accounting policy was instituted whereby only the most urgent requisitions would be honored. Finally, telephones in unused offices were removed and the remaining lines have been distributed to multiple offices, i.e., a party line arrangement whereby several offices were assigned the same phone number.

In the areas of instruction and research, President Ponder encouraged faculty to generate proposals. Over $1 million in research grants and contracts and an additional $6 million in institutional grants were the result of faculty response to this request for the period, 1984-86. More than $1.5 million of indirect costs have resulted from this effort, much of which have been used to arrest the debt. The faculty also responded favorably to President Ponder's acclamation that next to eradicating the debt, the highest priority was to bring faculty salaries to parity with those at institutions with which Fisk has been historically compared. Assuming Fisk's academic reputation to be its strongest asset, President Ponder encouraged faculty to: (a) write proposals to support faculty development activities and (b) review the curriculum, determining its strengths and weaknesses and recommending ways to assure its vitality and viability into the 21st century.

If the President's approach to faculty and staff was to appeal for continued sacrifice and austerity, his approach to students was to demonstrate that whatever the resources, their needs would be the highest priority. In 1984-85 some semblance of an expenditure budget was restored for the Student Government Association. The first yearbook in over five years was published for the graduating class of 1986. Attention has been given to the physical condition of dormitories and the overall quality of dormitory life. Students have been participating in an increasing number of off-campus activities.

The problem of plant decay is massive, requiring an estimated $25 million for complete restoration. The order of priority established for repair and restoration is dormitories, classroom buildings, and operations buildings. To facilitate campus appearance, President Ponder initiated an effort whereby faculty, staff and approved persons were encouraged to occupy Fisk properties, restore them, and live in them rent-free for a time equivalent to expenditures.

The area where President Ponder's leadership has been most dominant has been in development and fund raising. He took the issue of arresting the debt directly to the alumni, despite their apparent indifference. It resulted in record alumni giving, most of which was matched. Traditionally, Fisk administrations have never actively cultivated the affluence of Nashville, a fact that became painfully obvious prior to our recent financial problems. Taking advantage of the fact that his arrival at Fisk coincided with the return of the Stieglitz Collection, our major art holding, a black-tie gala was planned in honor of the collection's return. The affluential and influential of Nashville were invited at $500 per couple. It proved to be an act of genius because Nashville is an arts town, it has an abundance of wealth (old and new money), Fisk was in the news because of its financial difficulties, and Fisk had a new president. The gala netted over $250,000 but more important, it had attracted Nashvillians that had never been on Fisk's campus. Additionally, President Ponder aptly took advantage of the nation's outpouring of support by going to people and organizations that had shown no desire to give to Fisk. Finally, the number of positive articles and information pieces on Fisk have increased significantly over the past two years.

I've tried to convey the conditions faced by President Ponder when he arrived at Fisk and most importantly, some of the reasons why they surfaced. I have not assessed blame because I personally view what happened at Fisk to have been an institutional problem and will require an institutional solution. My purpose for choosing this format of presentation was two-fold. First, I wanted to provide some insight into conditions which you as president, may encounter at your institution and which you may be able to prevent from approaching the level they did at Fisk. Second, I wanted you to have an appreciation for the effectiveness of President Ponder's leadership over the past two and one-half years. Because the strategies I've identified have been those that have made the greatest difference at Fisk, they may also be of benefit to you. Let me close by briefly summarizing where we are at Fisk today in 1987.

Present Status and Projections

Today the debt is virtually erased and more important, a financial policy has been put in place to eliminate the recurrence of this problem. For the first time since 1977, enrollment *increased* (by 6 percent in 1986). We are projecting an enrollment of 1000 by 1991. Long-range planning is now in effect, involving all areas of the University. For the first time in my twenty years at Fisk, the faculty is enjoying a 15 percent raise in salary. Faculty development is being supported at a modest level with plans to increase each year for the next three years. As stated earlier, some modest attempt is being made to arrest some deferred maintenance. Finally, a $25 million unannounced capital campaign is successfully underway.

Let me close by sharing a personal conviction: I know of no institution that could have withstood the problems encountered by Fisk and not close. For this reason I've come to view what happened as both an inspiration and a challenge. The inspiration derives from the strength and metal of Fisk. The challenge is its restoration.

Thank you and good luck at your institutions.

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